



NOTICE

The NAME and MAILING ADDRESS of the HEATH/Closer Look Resource Center is now HEATH RESOURCE CENTER, One Dupont Circle, Washington, DC 20036. We will continue to answer your inquiries by mail or telephone (202) 833-4707 (Voice/TTY).

LEARNING DISABLED ADULTS— UPDATE

Increasing numbers of students with learning disabilities are attending American colleges and universities. The American Council on Education reports in **The American Freshman: National Norms for Fall 1981** that of freshmen who reported having a disability, 5.2% have a learning disability. This is an increase from 3.1% who so reported in 1978 (the first year in which questions about disability were asked in this annual survey). Learning disability is the handicap about which most inquiries are made to the HEATH Resource Center. Many readers noted on our Evaluation Form that they need more information about this topic. The material which follows updates and expands the information contained in the August 1981 fact sheet, **The Learning Disabled Adult and Postsecondary Education** which is still available from the Center.

DIRECTORIES

The Center is frequently asked if there is a "list" of schools which serve learning disabled students. The staff is hesitant to endorse a list which would imply that **only** schools on the list serve disabled students. The Center has been established to provide disabled people with information so that they have as wide a choice as possible—a choice which should not be limited to those schools on a particular list. A list, however, may be a suitable starting point for an investigation into available options. Existing programs can also serve as a resource for other campuses. Prospective students and their counselors may want to pursue educational assessment to determine personal strengths prior to investigating individual campuses. A consumer and/or advisor of a learning disabled student who is aware of the **adaptations** he/she needs to succeed should be sure to question the contact person at each campus about their availability. Readers should be aware that the time consuming process of preparing a directory often results in publishing some outdated material. With these cautions stated, the Center lists the following directories and their sources.

Colleges/Universities That Accept Students with Learning Disabilities (1982), available for \$2.00 from Association for Children and Adults with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15234. (412) 341-1515.

A Guide to Postsecondary Educational Opportunities for the Learning Disabled (1981) is available for \$12.00 from Time Out to Enjoy, Inc., 113 Garfield Street, Oak Park, IL 60304.

A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities, Fourth Edition (1981) is available for \$10.95 from Partners in Publishing, Box 50347, Tulsa, OK 74150. (918) 584-5906.

PROGRAM ALTERNATIVES

Threshold, at Lesley College, MA is a two year postsecondary non-degree program to train young adults with learning problems for paraprofessional employment in the helping professions. The program is situated on the main campus just outside of Harvard Square. About half of a student's time is devoted to his or her vocational major which includes placement at a carefully screened internship site working with young children, disabled, or elderly people. The holistic program also features emphasis on a variety of independent living skills such as basic health and nutrition, sex education, parenting, and money management. In addition the productive use of leisure time is encouraged by mini-courses in the arts, a physical education component, and social involvement with other young adults in the community. Further information can be obtained from Dr. Arlyn Roffman, Director, Threshold, Lesley College, 29 Everett Street, Cambridge, MA 02238.

Learning Opportunities Program, at Barat College, IL is designed to meet the needs of college women and men with specific learning disabilities. Participants take part in the regular Barat curriculum. Students plan their academic program with their academic advisor (an LD specialist) who is responsible for implementing the individual education plan appropriate to each student's spe-

INFORMATION FROM

HEATH RESOURCE CENTER

Higher Education and the Handicapped Resource Center
a national clearinghouse on postsecondary education for disabled people
a program of the American Council on Education funded by the U.S. Department of Education

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cific needs and interests. The program includes taped texts and modified examination procedures as needed, as well as a significant amount of one-to-one support service provided by LD teachers, faculty, and peer tutors to help enrollees achieve success in college and beyond. Students gain independence as new and appropriate study skills are learned. Costs for the LOP is additional to the regular Barat tuition. Contact Susan A. Vogel, Director, LOP, Barat College, Lake Forest, IL 60045 for more information.

OTHER RESOURCES

The New York Times Magazine (February 21, 1982) published a thorough overview, "College for the Learning Disabled" by Ron Winslow. He interviewed several students as well as LD program directors, faculty, and student service leaders. The article touches on the cost of services and the variety of accommodations necessary because of the highly individualized nature of learning disabilities.

Association on Handicapped Student Service Programs in Postsecondary Education, AHSSPPE, has an active Special Interest Group on Learning Disability. The group first convened at the 1981 AHSSPPE conference and now totals over 100 professionals interested in learning disabilities at the postsecondary level. The group will accumulate valid and specific information about existing LD programs at the postsecondary level, share developments and research, work with LD adult groups, and facilitate professional contact among members. For more information and membership in this Special Interest Group, please write to Maria Bacigalupo, M.S., PAL Program, Curry College, Milton, MA 02186.

The College Student with a Learning Disability is a handbook for college and university admissions officers, faculty and administration by Susan A. Vogel, Ph. D. (Barat College, IL) and Joan L. Sattler, Ed. D (Bradley University, IL) and published by the Illinois Council for Learning Disabilities in December 1981. The useful clearly written 14 page booklet covers significant topics including the definition of learning disabled, characteristics of LD adults, characteristics of a model comprehensive college LD program, modifications appropriate to higher education, and references. The booklet may be ordered by prepaying \$2.50 to ACLD, 4156 Library Road, Pittsburgh, PA 15234.

NOTE: Vogel and Sattler discuss a **model** program. Every campus is not required to possess all 15 of the characteristics described. For example, some of the model program characteristics include diagnostic psychoeducational evaluation, one-to-one remediation in basic skill deficiencies, and other individually prescribed auxiliary aids and services. Such out of classroom, personalized modifications may be part of a special program for learning disabled students, but are not required of all schools. This note is an attempt to

address questions that were raised when this otherwise extremely useful booklet was widely disseminated in Illinois.

CONFERENCE SPOTLIGHTS

Sexuality and Disability: New Challenges is the theme of the Fourth Annual National Symposium to be held at New York University, NY June 18-20, 1982. In addition to preconference workshops on Networking for Disabled Women and Men, papers will be presented and all day workshops will be held on topics of concern including Sexual Health Care Delivery, Reproductive Issues, Sexual Function, Counseling, and Substance Abuse. There will be an all day Film Exhibit as well as a special theatrical performance, **Another Way to Love**. For details about registration as well as educational credit for participation contact Natalie Alfandre, Fourth Annual National Symposium on Sexuality and Disability, New York University, 51 West Fourth Street, 5th Floor, New York, NY 10003. (212) 598-2289.

Blind Student Seminar, co-sponsored by the American Council of the Blind and National Alliance of Blind Students, will be held at the Marriott Hotel, Atlanta Airport, GA July 3-4, 1982. The seminar will consider topics of vital interest to blind students: the printed word, using existing college and other services, Supplemental Security Income, Vocational Rehabilitation and other benefits programs, career planning, problem solving, and more. ACB affiliates are encouraged to sponsor blind and partially sighted students who either live or attend school in their state. Laura Oftedahl, Director of Public Affairs, can provide additional information at the American Council of the Blind, 1211 Connecticut Avenue, NW, Suite 506, Washington, DC 20036. (202) 833-1251.

It Doesn't Cost, It Pays will be the focus of the Fifth National Conference sponsored by the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) in Columbus, OH July 12-15, 1982. Attendance at this conference will provide newcomers to the field as well as experienced service coordinators with information, renewed enthusiasm for work, and vital linkages with recognized leaders. Sessions will include Course Modification Strategies that Really Work, Pre-College Assessment Center—Assessment/Training, Professional Jobs in Business and Industry: How Do You Get Them?, Resources for Access: Tools of the Trade, Academic Access for Learning Disabled Students, Rehabilitation Technology, and many more. For a complete program and registration form write to AHSSPPE '82, Office of Disability Services, 1971 Neil Avenue, Columbus, OH 43210. (614) 422-3307 (Voice/TTY).

International Energy Exposition/1982 World's Fair, which continues in Knoxville, TN through October 1982, is completely accessible to all handicapping conditions. Charles D. Smith, Vice President of Site Development, reports that access has been part of the planning process since the beginning in 1976. Knoxville Energy Exposition, P.O. Box 1982, Knoxville, TN 37901.

Technology Utilization—The Key to Independence will be addressed at the Conference of the Rehabilitation Engineering Society of North America August 22-27, 1982 in Houston, TX. Registration form and additional information are available from RESNA, Suite 210, 4405 East-West Highway, Bethesda, MD 20814.

ORGANIZATIONS TO NOTE

Travel, educational exchange, and leisure are the focus of MIUSA. **Over the Rainbow**, their newsletter, is filled with items, stories, conference dates, and first person accounts of living and working abroad which reflect MIUSA's mission to encourage disabled people, their families and friends, to acquire confidence in themselves through travel and educational exchange. MIUSA offers an information referral service, quarterly newsletter, help with advocacy, international conferences, workcamps, educational exchange, and a pen friend clearinghouse. Highlighted in the April issue are travel book reviews, tips about "Getting there . . . by Air," and a wheelchair user's account of three weeks she spent in Jyväskylä, Finland at a workcamp which was refurbishing a farmhouse to be used by deinstitutionalized adults. For information about membership fees contact MIUSA, P.O. Box 3551, Eugene, OR 97403. (503) 343-1284.

NATIONAL ASSOCIATION FOR VISUALLY HANDICAPPED

NAVH exists to bridge the gap created for more than 11 million Americans who cannot meet normal standards of vision, even with corrective lenses. NAVH offers services "so that impaired vision need not result in impaired life." Services include counseling and guidance to children and their parents, as well as adults and their families; consulting about and operating a free loan library of large print books; field testing, evaluating, and disseminating information about commercially produced visual aids; promoting public education about visual impairment; and participating in the education of professionals and paraprofessionals concerning the unique needs of the partially sighted. For the publication list and more information contact Lorraine H. Marchi, Executive Director, NAVH, 305 East 24th Street, 17-C, New York, NY 10010. (212) 889-3141.

NATIONAL PUBLIC RADIO-SERVICE FOR THE PRINT HANDICAPPED

Service for the Print Handicapped has, since it began in 1979, provided information and entertainment which fosters improved understanding between handicapped and non-handicapped people. A new service, especially useful for students and educators who cannot read regular print, is the daily reading of key sections of the **New York Times** and the **Wall Street Journal**. The service is available through many of the 80 radio information services which operate throughout the nation on special closed circuit receivers. The readings include news summary, the editorial and op-ed pages, letters to the editor, the front page, selected inside pages, weekly sports, and science pages. Other programs available through Service for the Print Handicapped include **Let's Hear It** (weekly half-hour magazine) and **Science World** (weekly readings from such publications as **Science '82**, **Scientific American**, and **National Geographic**). The special receiver necessary to hear the readings is available from local radio information services. Check with local National Public Radio stations, Regional Library, or Services for the Blind to see if there is one in your area. For complete information and a handsome print/braille brochure, **Sound Ideas**, contact Dr. Betty Bird, Director of Service for the Print Handicapped, NPR, 2025 M Street, NW, Washington, DC 20036. (202) 822-2680.

LIBRARIANS RESPOND TO DISABLED PUBLIC

"Even today, 30 million handicapped people in the U.S. are often denied access to information. For many disabled individuals, architectural inaccessibility, scarcity of non-print materials . . . and difficulty in locating information resources are barriers to needed information," reports National Rehabilitation Information Center (NARIC). Librarians, media, and information specialists are responding to these issues. Highlighted below are several recent publications as well as a new organization.

Information Services to Disabled Individuals, edited by Judith J. Senkevitch and Joan R. Appel has been published as part of the Drexel Library Quarterly. The 108 page book contains articles written by some of the foremost authorities in the field in response to the growing importance of educating librarians and information specialists who work with disabled people. President of American Library Association, Dr. Elizabeth Stone, addresses educating professionals; Dr. Ruth Velleman, Human Resources Center, discusses architectural and program access; Dr. Helga Roth, Chief of the Clearinghouse on the Handicapped, describes information and referral services for handicapped individuals.

Other topics include services and aids from the National Library Service for the Blind and Physically Handicapped, new technology, and bibliotherapy. **Information Services** is available by prepaying \$6.00 to NARIC 4407 Eighth Street, NE, Washington, DC 20017-2299. Additional information about NARIC can be obtained by request from the same address. (202) 635-5822 or (202) 635-5884 TDD.

Academic Library Facilities and Services for the Handicapped is a directory of over 2200 campus libraries from every state and outlying areas compiled by James and Carol Thomas and published by the Oryx Press. The degree to which a campus library is accessible is one measure of the attitude and general accessibility of an academic institution. The directory was carefully researched and is a valuable resource for local public libraries, secondary school resource centers, as well as college and university libraries to have available for their patrons. **Academic Library Facilities and Services for the Handicapped** may be ordered for \$70.00 from the Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004.

Academic Librarians Assisting the Disabled (ALAD) has recently formed and will hold its organizational meeting during the American Library Association meetings in Philadelphia, PA on July 11, 1982. "As more and more physically disabled students enter colleges and universities," says ALAD spokesperson Betty-Ruth Wilson, "it is increasingly important for academic libraries to have a staff who can meet the informational needs of these special patrons." ALAD will provide a forum for exchange of information. For additional information contact Betty-Ruth Wilson, Undergraduate Library, Southern Illinois University, Carbondale, IL 62901. (618) 453-2818.

NEW PUBLICATIONS

Aids for the '80's, What They Are and What They Do by C. Michael Mellor is a 36 page booklet published by the American Foundation for the Blind. Both sensory aids (those which transform information so it can be conveyed by a sense other than sight) and optical aids (mechanical or electrical magnifiers for visually impaired people) are included. **Aids for the '80's** covers travel (Russell Pathsounder, Laser Cane, Sonic-Guide, and Mowat Sensor); reading (Kurzweil Reading Machine, Opticon, Stereotomer, Speech Compressors, Calculators); low vision (optical and electronic); Braille; and the Future of Aids. Single copies are available upon request from the American Foundation for the Blind, 15 W. 16th Street, New York, NY 10011. (212) 620-2053.

Attendees and Attendants, A Guidebook of Helpful Hints by Alfred H. De Graff, first published in

1979, has recently been made available again. De Graff, Director of Disabled Student Services at Boston University and himself an experienced attendee, wrote the 38 page booklet primarily to help attendees understand the skills necessary for the successful hiring, training, and management of the inevitable series of attendants a severely disabled person encounters throughout life. Determining need, recruiting and paying help, tax and benefit information, various living situations, training and "parting ways with your attendant," are covered. The section for attendants is brief but covers such essentials as necessary personal qualities, typical duties, and important information such as, "the person you will be helping is the only person who can accurately tell you, step by step, what is involved in his individual routine." **Attendees and Attendants** deserves a place among the key resources of consumers, parents, advisors, counselors, and service providers. Single copies are available free from HEATH.

Postsecondary Education and Career Development, a Resource Guide for the Blind, Visually Impaired, and Physically Handicapped, a publication of the National Federation of the Blind, contains a wealth of information, tips, and strategies for success as a student, an extensive interpretation of the provisions of Section 504 of the Rehabilitation Act of 1973, and a detailed chapter on career planning and development (including what school to attend). The appendices include information about Regional and Sub-Regional Libraries, periodicals available in media other than print, and producers and distributors of special devices. High school and college advisors, rehabilitation counselors, disabled people, and others may order the book by prepaying \$4.95 to National Federation of the Blind, 1800 Johnson Street, Baltimore, MD 21230.

CAMPUS HIGHLIGHTS

University of Maryland has developed a system for simplifying classroom examination adaptations and alternative test administration. According to Director Bill Scales, when a student registers for assistance with the Office of Disabled Student Services, the student is provided with a set of forms on which the student and professor specify what adaptations are necessary, which exams are to be taken, and other details. The Office staff is available to consult with student and instructor to determine the most efficient adaptations and can, given adequate lead time, arrange for braille, large type, or recorded test editions as well as room changes or necessary auxiliary aids for the exam. The student takes the forms to each instructor prior to the exam and returns a copy to the Office which facilitates the necessary adaptations. The system helps to avoid problems of "surprise," doubt about authenticity, burden for the professor, and

embarrassment for the student. For a copy of the forms and additional information, contact Dr. William Scales, Director Disabled Student Services, 0126 Shoemaker Hall, University of Maryland, College Park, MD 20742. (301) 454-5028.

Western Maryland College in cooperation with the Helen Keller National Center has initiated the first master's program in the world to prepare professionals to work with deaf-blind adults. The 33 hour master's program incorporates *teaching methodology* and *providing rehabilitation training to deaf-blind adults*. The program includes coursework at Western Maryland as well as field work and an internship at the Helen Keller National Center or one of its affiliated agencies. According to **UpFront** (April, 1982), "The need for specialists in the field is particularly acute at this time because the 6,000 children born deaf-blind during the rubella epidemic of 1963-67 are now entering adulthood." For more information contact Dr. Hugh Prickett, Western Maryland College, Westminster, MD 21157. (301) 848-7000, ext. 506.

RESOURCE CENTER EVALUATION

Sincere thanks to the hundreds of readers who took the time to complete the Evaluation Form included with the January, 1982 newsletter and for the many enthusiastic remarks about our services and publications. Your opinions, comments, and new resources are extremely helpful in making this clearinghouse responsive to your needs. As a result of the Evaluation we have altered some priorities. In this newsletter see **Learning Disabled Adults—Update** and in the near future we will publish a fact sheet about career development and employment for disabled college students. A number of people were generous enough to send copies of books, pamphlets, and papers which they have found useful. You will see some of these featured in this and future newsletters, fact sheets, and annotated bibliographies. While the results of the evaluation have already been tabulated, we continue to be interested in your ideas. It is not too late to return your Evaluation Form or to let us know about good resources, campus programs, or materials you find useful.

NEW RESOURCES FROM HEATH RESOURCE CENTER

1982-83 HEATH Resource Directory expands and updates the current edition. The **Directory** contains information about 72 organizations and agencies selected and annotated by Sue Bardellini and Rhona Hartman for their relevance to higher education and the

handicapped. Included is a brief look at the 504 Regulation of the Rehabilitation Act of 1973 as it pertains to higher education; Federal resources; sections about awareness; employment; and support and funding resources. Some resources are specific to disabilities. **Directories** are suitable for distribution at conferences, training sessions, and workshops as well as inclusion in new-student packets. Sufficient quantities have been printed to make multiple copies available at no charge to readers of this newsletter.

Measuring Student Progress in the Classroom, a guide to testing and evaluating progress of students with disabilities has been prepared by Rhona Hartman and Martha Redden for use by educators at all levels of instruction. The fact sheet covers considerations in testing disabled students, functional limitations, examination adaptations, as well as selected publications and resource persons identified through Project HEATH.

Head Injured Students on Campus is a packet of pamphlets, brochures, and selected literature prepared by Nancy Stout and Maxine Krulwich in response to questions the Center has received about the baffling nature of the disabilities of people who survive a serious accident, and what services are necessary for the academic and vocational success of those who attempt to begin or continue their postsecondary education. The packet can be expanded as more material becomes available. Readers of this newsletter who can make suggestions are urged to do so.

QUESTIONS AND ANSWERS

Q. *Can you teach a student with one hand to type?*

A. Certainly. Several methods have been developed which are based on the concept that hand home position is the keyboard center. **Teaching the Handicapped to Type**, by Jack Heller (McGraw Hill Books, Gregg Division, 1221 Avenue of the Americas, New York, NY 10020, (212) 997-6337) is one. Another resource is the Typewriting Institute for the Handicapped, 3102 West Augusta Avenue, Phoenix, AZ 85021. (602) 939-5344 which not only has developed a keyboard system for one-handers, but has adapted typewriters which facilitate the use of the space bar and shift keys. The company also promotes typewriters with adaptations for other functional limitations.

Q. *What options exist for institutions whose insurance carriers discriminate against handicapped students or employees by limiting coverage or increasing costs?*

A. While institutions are likely to have little impact on policies or practices adopted by the insurance industry, they should do everything within their ability to renegotiate insurance and benefit programs to remove

discriminatory provisions, or find alternative providers, or consider self-insurance. In addition, institutions should be aware of all relevant legislation and regulations since some states, for example, prohibit discrimination in insurance and benefits on the basis of blindness. This and 36 other specific questions are addressed in **Issues and Answers for Implementing Section 504** by National Association of College and University Business Officers as part of Project HEATH and available through the HEATH Resource Center.

Q. My son is now a ninth grader in the regular high school despite his mobility impairment from muscular dystrophy. It was such a long and difficult "battle" to get permission for him to attend the regular high school that I feel that I must begin my work now to help him gain access to college! My son is a "B" student and has many interests.

*A. This is certainly a good time to begin planning for education after high school with your son. You may, however, find that achieving admission to a postsecondary institution is **much** easier than you think, since most colleges and universities have made great strides in opening their campuses and programs to qualified students who are disabled. The Center is sending you a selection of fact sheets, bibliographies, and a **Resource Directory** to help you both. You may want to share our brochure with your son's guidance counselor so*

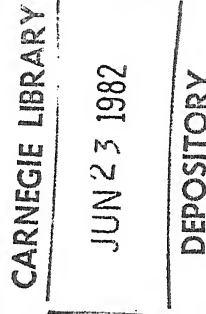
that he/she can select materials for others in your school.

Q. As supervisor of College Career Centers in 23 high schools in our county, I have a small grant to do a one-day staff training workshop about disabled students. I have already assembled a list of knowledgeable speakers. I would like to purchase some materials for the counselors and for each Center. What do you recommend and do you have any suggestions about the workshop?

A. The Resource Center strongly recommends that a panel of disabled college students from a local college would enhance your program. The Center can identify and "introduce" you to local campus Special Student Service Coordinators who may agree to bring several disabled students and chair a panel discussion about appropriate counseling. Copyable masters of Center fact sheets will be sent so that you can make sufficient copies for your Centers.

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Rhona C. Hartman, Editor.



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